

Cluster Area V: Secondary Transition

Question: Is the percentage of youth with disabilities participating in post-school activities (e.g., employment, education, etc.) comparable to that of nondisabled youth?

Probes:

No Probes

State Goal: All youth with disabilities will have improved life outcomes in the areas of education, employment and independent living. (RI SIP Secondary Transition)

Performance Indicator(s):

ST.1 The rate of youth with disabilities graduating with a regular diploma will be more comparable to those for children without Disabilities.

Baseline/Trend Data:

Graduation Rate

	00-01 Data*	01-02 Data	02-03 Data	02-03 'Trend'
General Education	77%	83.72%	82.71	-1.01%
Special Education	67%	69.28%	73.30%	+4.02%

* since this year, a uniform formula has been applied for general and special education graduation data – comparison is only valid between '02 and '03

Analysis of ST.1:

Progress has been made in the accurate collection of data from the districts and a uniform formula has been applied for the general education and special education student graduation data.

Target (Section 2)	Explanation of Progress/Slippage for 2002-03 (Section 3)
<p><u>July 2002-June 2003</u></p> <p>There were no targets established for ST.1 in 02-03.</p>	<p><u>July 2002-June 2003</u></p> <p>Progress has been made in the accurate collection of data from the districts and a uniform formula has been applied for the general education and special education student graduation data. Some minor discrepancies exist in the data reported by some districts. For example, in three small districts the special education dropout numbers exceed the total numbers of dropouts for the entire district. RIDE will be addressing these discrepancies with the district data clerks in the 03-04 data collection.</p> <p>RIDE is on line to reach the target of a consistent data collection and reporting system. All activities under ST.1 have been accomplished except the “working definition of graduation with a regular high school diploma” from activity 1.A.2 (RI SIP). This activity is being addressed outside of the State Improvement Plan through the implementation of the new RI High School Regulations, specifically Section 5.0, Graduation Requirements. Special Education representatives are involved in the development of this regulation at the RIDE, state and local levels.</p>

Target (Section 2)	Explanation of Progress/Slippage for 2002-03 (Section 3)
	The Special Education graduation rate has exceeded the 2007 improvement target of 3% with an actual increase of 4.02%. Although this is a positive indication, it is too early to determine if this is a “trend”. Additional year(s) of data will be needed to determine a “trend”. However, improved consistency and the continuing development of the E-RIDE data management system will enable accurate reporting of graduation data.
Target (Section 4)	Activities, Timelines and Resources for 2003-04 (Sections 5 and 6)
<p><u>July 2003–June 2004 ff</u></p> <p>1.a.1 The rate of graduation with a regular diploma data will be uniformly collected and accurately reported – by June 2004.</p> <p>1.a.2 The data collected for children with and without disabilities will be reliable – by June 2004.</p>	<p><u>July 2003–June 2004</u></p> <p>Future Activities</p> <ol style="list-style-type: none"> 1. Continue work with the RIDE MIS personnel and the district census clerks to ensure that the data reported is accurate. 2. Continue to assist in the development and implementation of the new RI High School Regulations particularly sections 5.0 Literacy and 6.0 Graduation requirements to ensure equity for special needs students. <p>Projected Timelines & Resources</p> <ol style="list-style-type: none"> 1. Coordination of uniform reporting system for graduation rate. Monitor activities for uniformity, June 30, 2004 & ongoing. Resources: OSN Census Coordinator, MIS Consultant (Part B funded) and RIDE MIS Director. 2. Continue technical assistance and program coordination with High School Regulation implementation activities, June 30, 2004 & ongoing. Continue assignment of OSN Education Specialist (35%) to the High School Reform Implementation Team.

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Probes:

No Probes

State Goal: All youth with disabilities will have improved life outcomes in the areas of education, employment and independent living. (RI SIP Secondary Transition)

Performance Indicator(s):

ST.2 Dropout rates for youth with disabilities are more comparable to those for youth without disabilities – by June 2007.

Baseline/Trend Data:Dropout Rate

	00-01 Data*	01-02 Data	02-03 Data	02-03 'Trend'
General Education	16.9%	16.28%	17.29%	+1.01%
Special Education	31.49%	30.72%	26.70%	-4.02%

* since this year, a uniform formula has been applied for general and special education dropout data – comparison is only valid between '02 and '03

Analysis of ST.2:

Progress has been made in the accurate collection of data from the districts and a uniform formula has been applied for the general education and special education student dropout data.

Target (Section 2)	Explanation of Progress/Slippage for 2002-03 (Section 3)
<p><u>July 2002-June 2003</u></p> <p>There were no targets established for ST.2 in 02-03.</p>	<p><u>July 2002-June 2003</u></p> <p>Progress has been made in the accurate collection of data from the districts and a uniform formula has been applied for the general education and special education student dropout data. Some minor discrepancies exist. In two districts, the number of special education dropouts exceeds the total dropouts for the district. RIDE will be addressing these discrepancies with the district data clerks for the 03-04 census.</p> <p>RIDE is on line to reach the target of establishing a consistent data collection and reporting system for dropouts. All activities under have been accomplished except the “definition of dropout” from activity 2.A.2 (RI SIP). This activity is being addressed outside of the State Improvement Plan through the implementation of the new RI High School Regulations, specifically Section 5.0, Graduation Requirements. Special Education representatives are involved in the development of this regulation at the RIDE, state and local levels.</p> <p>The targeted Special Education dropout rate was to be reduced from the baseline year by 50% by June 2006. Consistent data reporting and analysis between Special Education and General Education are now in place. Reliable data can be drawn from the 2001-02 and 2002-03 reported data. From the 2001-02 and 2002-03 data, the special education dropout percentage declined by 4.02%. Although this is a positive indication, it is too early to determine if this is a “trend” and additional year(s) of data will be needed.</p>
Target (Section 4)	Activities, Timelines and Resources for 2003-04 (Sections 5 and 6)
<p><u>July 2003-June 2004 ff</u></p> <p>2.a.1. The dropout rate data will be uniformly collected and accurately reported – by June 2004.</p> <p>2.a.2. The dropout data collected for children with and without disabilities will be reliable – by June 2004.</p>	<p><u>July 2003-June 2004</u></p> <p>Future Activities</p> <ol style="list-style-type: none"> 1. Continue to work with the RIDE MIS personnel and the district census clerks to ensure that the data reported is accurate. 2. Continue to assist in the development and implementation of the new RI High School Regulations particularly section 6.0 Graduation Requirements and section 6.0 Restructuring for Personalized Learning Environments to ensure equity for special needs students.

Target (Section 4)	Activities, Timelines and Resources for 2003-04 (Sections 5 and 6)
<p>2.b.1. State and local dropout performance targets will exist – by September 2005.</p> <p>2.b.2. The dropout rate for students with disabilities will be reduced by 50% - by June 2006.</p>	<p>Projected Timelines & Resources</p> <ol style="list-style-type: none"> 1. Coordination of uniform reporting system for graduation rate. Monitor activities for uniformity, June 30, 2004 & ongoing. Resources: OSN Census Coordinator, MIS Consultant (Part B funded) and RIDE MIS Director. 2. Continue technical assistance and program coordination with High School Regulation implementation activities, June 30, 2004 & ongoing. Continue assignment of OSN Education Specialist (35%) to the High School Reform Implementation Team.

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Probes:

No Probes

State Goal: All youth with disabilities will have improved life outcomes in the areas of education, employment and independent living. (RI SIP Secondary Transition)

Performance Indicator(s):

ST.3 Students with disabilities will participate in post-school activities (e.g., employment, post-secondary education, etc.) at comparable rates students without disabilities.

Baseline/Trend Data:

No comparable post-school outcome data exist. Outcome data exist in the RITIE Outcome Study, 1999 and the National Longitudinal Outcome Study, however this data does not have comparable cohorts for students without disabilities, (RI SIP).

Analysis of ST.3:

Rhode Island completed the RI Transition Outcome Study in 1999 and baseline data have now been drawn. The RI Transition Outcome Study will be repeated in 2004-05. This study will utilize comparative data from the 1999 study, the National Longitudinal Outcome Study (NTLS 2) and data from the National Center for Education Statistics.

Target (Section 2)	Explanation of Progress/Slippage for 2002-03 (Section 3)
<p><u>July 2002-June 2003</u></p> <p>There were no targets established for ST.3 in 02-03.</p> <p>Target (Section 2)</p>	<p><u>July 2002-June 2003</u></p> <p>RIDE has established a Transition Data Work Group in partnership with the Sherlock Center at Rhode Island College, to research the most effective method to collect and analyze data for the State Improvement Plan – Secondary Transition Indicators three through seven (ST.3 – ST.7).</p> <p>Explanation of Progress/Slippage for 2002-03 (Section 3)</p>
	<p>The Transition Data Work Group will oversee the development and implementation of the RI Transition Outcome Study, 2004 which will commence in the spring of 2004. The RI Transition Outcome Study, 2004 will use the same data fields utilized in the Transition Outcome Study from 1999 and add new data fields as appropriate. The results of the RI Transition Outcome Study, 2004 will allow researchers to draw comparative analysis with the 1999 study and examine outcome trends for special education students post-graduation. Further, the 2004 study will utilize comparative data from the National Longitudinal Outcome Study (NTLS 2) and data from the National Center for Education Statistics for comparison to the general education population.</p> <p>Through these activities, RIDE has addressed the State Improvement Plan Activities for ST.3. RIDE will be developing strategies through implementation of the 2004 Outcome Study for integration of the data fields into the E-RIDE system and/or a statewide outcome data system for all students.</p>
Target (Section 4)	Activities, Timelines and Resources for 2003-04 (Sections 5 and 6)
<p><u>July 2003-June 2004 ff</u></p> <p>3.a.1. Student outcome data will be uniformly collected and accurately reported – by January 2004.</p>	<p><u>July 2003-June 2004</u></p> <p>Future Activities</p> <ol style="list-style-type: none"> 1. RI Transition Outcome Study, 2004 will commence data collection in the Spring of 2004. 2. The Transition Data Work Group will continue to advise the RI Transition Outcome Study, 2004. 3. The Transition Data Work Group will continue to identify opportunities to merge outcome data collection and analysis into emerging statewide data management systems including those systems being utilized for all students. <p>Projected Timelines & Resources</p> <ol style="list-style-type: none"> 1. RI Transition Outcome Study, 2004 will complete data collection by September, 2004. Resources: Indirect support to the Transition Data Work Group, assignment of OSN Education Specialist (10%) to the activities of the work group, Part B funding, (if necessary) to the Sherlock Center for conducting the outcome study. 2. Support to the Transition Data Work Group, June 2004 and ongoing. Resources: assignment of OSN Education Specialist (10%) to the activities of the work group.

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Probes:

No Probes

State Goal: All youth with disabilities will have improved life outcomes in the areas of education, employment and independent living. (RI SIP Secondary Transition)

Performance Indicator(s):

ST.4 All students with disabilities, beginning at age 14 or younger if appropriate, will have outcomes focused statements of transition needs, include a focus on employment, post-secondary education, independent living) including statements, for children age 16 or younger if appropriate necessary interagency responsibilities and linkages in their IEPs.

Baseline/Trend Data:

Information on the statement of needed transition services, course of study and interagency linkages is currently collected through the records review process of the School Support System. This data is analyzed at the state level for regulatory compliance. The information collected examines the quality of the statements in a limited manner. (RI SIP).

Analysis of ST.4:

The statement of needed transition services, course of study and interagency linkages collected through the records review process of the School Support System is utilized in monitoring for compliance and recommending program improvements. LEA's receive support from RIDE through technical assistance and capacity building grants to improve transition services identified in the School Support Report. An electronic system of statewide data collection and analysis for ST.4 will be developed, see explanation below.

Target (Section 2)	Explanation of Progress/Slippage for 2002-03 (Section 3)
<p><u>July 2002-June 2003</u></p> <p>There were no targets established for ST.4 in 02-03.</p>	<p><u>July 2002-June 2003</u></p> <p>RIDE has established a Transition Data Work Group in partnership with the Sherlock Center at Rhode Island College, to research the most effective method to collect and analyze data for the State Improvement Plan – Secondary Transition Indicators three through seven, (ST.3 – ST.7).</p> <p>The Transition Data Work Group has met and begun examination of “outcome” indicators and “process” indicators and methods for collection. The Work Group has identified the following RIDE methods for the collection and analysis of data for this indicator which include the following:</p> <ul style="list-style-type: none"> - RIDE Special Education Census (eventually to merge with the E-RIDE System) - RIDE School Support Visit (Monitoring) <ul style="list-style-type: none"> o Data Analysis o Record Review o Student & Parent Interview Protocols - RI Transition Outcome Study - Research Probes <p>The Transition Data Work Group will be developing recommendations and protocols for the merging of this State Improvement Plan Indicators into the existing RIDE data collection systems to establish baseline data for this indicator, (ST.4).</p> <p>RIDE is also reactivating the Transition IEP Work Group to examine strategies for improving professional development for teachers facilitating transition planning. Work is scheduled to begin in April 2004.</p>

Target (Section 4)	<p>RIDE targeted completion of the establishment of a statewide system to collect evidence of needed transition services, course of study and interagency linkages by September 2004. With establishment of the Transition Data Work Group, RIDE is on target for that goal .</p> <p>Activities, Timelines and Resources for 2003-04 (Sections 5 and 6)</p>
<p><u>July 2003-June 2004 ff</u></p> <p>4.a.1. A system to accurately collect evidence of the statement of needed transition services will be operational – by September 2004.</p>	<p><u>July 2003-June 2004</u></p> <p>Future Activities</p> <ol style="list-style-type: none"> 1. The Transition Data Work Group will develop recommendations for RIDE by September, 2004. 2. The Transition IEP Work Group will develop recommendations for RIDE by September, 2004. <p>Projected Timelines & Resources</p> <ol style="list-style-type: none"> 1. Support to the Transition Data Work Group, June 2004 and ongoing. Resources: assignment of OSN Education Specialist (10%) to the activities of the work group. 2. Support to the Transition IEP Work Group, June 2004 and ongoing. Resources: assignment of OSN Education Specialist (5%) to the activities of the work group.

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Probes:

No Probes

State Goal: All youth with disabilities will have improved life outcomes in the areas of education, employment and independent living. (RI SIP Secondary Transition)

Performance Indicator(s):

ST.5 Formal agreements between the SEA and other agencies will exist for transition services identified by the Transition Council, (as necessary) provide improved access and ensure an effective transition for students to post school supports.

Baseline/Trend Data:

Cooperative agreements exist between RIDE and DHS/ORS and DHS/ORS and MHRH that address the coordination of transition services. RIDE also maintains agreements with the DOC and DCYF. The Rhode Island Transition Council is governed by a cooperative agreement that calls for all state agencies to identify and close gaps in transition services. Data collection on the effectiveness of the cooperative agreements has been facilitated by ORS client outcome data and program review of services delivered under the Cooperative Agreement.

Analysis of ST.5:

Formal agreements have continued and been maintained. The data to indicate trends for this area may be examined by the outcomes for students based on the resulting activities of the agreements. Electronic methods to collect this data are being explored.

Target (Section 2)	Explanation of Progress/Slippage for 2002-03 (Section 3)
<p><u>July 2002-June 2003</u></p> <p>5.a.1. Current and new agreements will specifically address the identified gaps in services – by June 2003.</p> <p>5.a.2. Agreements will contain articulations of the coordination of services and funding commitments – by June 2003.</p> <p>5.a.3. Agreements will contain evaluative components with mechanisms for data collection and review – by June 2003.</p> <p>5.b. The RI Transition Council will utilize Cooperative Agreement protocols for establishing service gaps – by September 2003.</p>	<p><u>July 2002-June 2003</u></p> <p>The RI Transition Council received several resignations in the spring of 2002 and has since been focused of reestablishing membership. Despite the membership of the Council, some activities related to this indicator have continued to move forward.</p> <p>RIDE and the Department of Human Services /Office of Rehabilitation Services (DHS/ORS) have drafted a Memorandum of Understanding (MOU) that meets all of the criteria outlined in Activities 5.A.1. The Regional Office of RSA is currently reviewing the draft MOU for comment.</p> <p>RIDE established a Transition Academy at the Community College of Rhode Island in 2000 for students who have reached the age of graduation and are in need of continued transition services in an age appropriate environment. In the fall of 2002, DHS/ORS agreed to purchase employment services for eligible students enrolled in the Transition Academy and a letter of agreement was approved. This development will allow Transition Academy students to access DHS/ORS services prior to graduation. This is a positive extension of the RIDE and DHS/ORS Cooperative Agreement that has provided for the vocational evaluation of 200 eligible students per year statewide since 1997.</p> <p>The RI Department of Education, in collaboration with the Sherlock Center at Rhode Island College, the RI Department of Human Services/Office of Rehabilitation Services and the RI Department of Mental Health, Retardation and Hospitals, Division of Developmental Disabilities is implementing a federal grant project titled Family Support 360. This project is intended to provide case management supports to a demonstration group of families of young adults with developmental disabilities who are in the process of transitioning from public education to the adult services of the Office of Rehabilitation Services and the Division of Developmental Disabilities. This initiative will aid in the identification of service gaps in the transition of students with developmental disabilities to the adult service system.</p> <p>Although specific actions in this indicator have not been addressed as described in the State Improvement Plan Activities, work on interagency collaboration has continued.</p>
Target (Section 4)	Activities, Timelines and Resources for 2003-04 (Sections 5 and 6)
<p><u>July 2003-June 2004 ff</u></p> <p>5.B.1. The RI Transition Council will establish service gap protocols to include in the RIDE computer based management system [General Supervision Part B Evidence of Change #3] for secondary transition to monitor service gaps.</p> <p>Dates: July 2002- July 2003.</p>	<p><u>July 2003-June 2004</u></p> <p>Future Activities</p> <ol style="list-style-type: none"> 1. Reestablish Transition Council membership by October, 2004. 2. Develop strategic plan for the Transition Council by October, 2004. 3. Develop recommendations for protocols for the Transition Council to examine agreements and service gaps, October, 2005. <p>Projected Timelines & Resources</p>

5.B.2. The RI Transition Council will develop necessary cooperative agreements based on the data reported in the RIDE computer based management system [General Supervision Part B Evidence of Change #3]. Dates: July 2004- ongoing.	<ol style="list-style-type: none"> 1. Support to the Transition Council will continue with the recruitment of membership, June 2004 and ongoing. Resources: assignment of OSN Education Specialist (10%) to the activities of the Council. 2. Support to the implementation of the interagency activities described in the Progress section will continue, June 2004 and ongoing. Resources: assignment of OSN Education Specialist (5%) to the activities.
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Probes

No Probes

State Goal: All youth with disabilities will have improved life outcomes in the areas of education, employment and independent living. (RI SIP Secondary Transition)

Performance Indicator(s):

ST.6 Students with disabilities are prepared, supported and actively involved in appropriate transition planning, which includes: student's responsibility and support with follow up, knowledge about their role and options and support with developing self-advocacy skills.

Baseline/Trend Data:

Information on student involvement in the IEP process is currently collected through the records review process and on site visit of the School Support (monitoring) System. This data is not currently analyzed at the state systems level and the information collected does not examine the quality of the statements, (RI SIP).

Analysis of ST.6:

Student involvement in the IEP process is examined in the record review and site visit of the School Support Process. Compliance issues and recommendations for program improvement are reported in the School Support Report. LEA's receive support from RIDE through technical assistance and capacity building grants to improve transition services identified in the School Support Report. An electronic system of statewide data collection and analysis for ST.6 will be developed, see explanation below.

Target (Section 2)	Explanation of Progress/Slippage for 2002-03 (Section 3)
<u>July 2002-June 2003</u> 6.a.1. RIDE will establish indicator data of student involvement in transition planning - by September	<u>July 2002-June 2003</u> RIDE has established a Transition Data Work Group in partnership with the Sherlock Center at Rhode Island College, to research the most effective method to collect and analyze data for the State Improvement Plan – Secondary Transition Indicators three through seven, (ST.3-ST.7).

2003.	
Target (Section 4)	<p>The Transition Data Work Group has met and begun examination of “outcome” indicators and “process” indicators and methods for collection. The Work Group has identified the following RIDE methods for the collection and analysis of data for this indicator which include the following:</p> <ul style="list-style-type: none"> - RIDE Special Education Census (eventually to merge with the E-RIDE System) - RIDE School Support Visit (Monitoring) <ul style="list-style-type: none"> o Data Analysis o Record Review o Student & Parent Interview Protocols - RI Transition Outcome Study - Research Probes <p>Activities, Timelines and Resources for 2003-04 (Sections 5 and 6)</p>
	<p>The Transition Data Work Group will be developing recommendations and protocols for the merging of this State Improvement Plan Indicators into the existing RIDE data collection systems to establish baseline data for this indicator, (ST.6).</p> <p>RIDE is also reactivating the Transition IEP Work Group to examine strategies for improving professional development for teachers facilitating transition planning. Work is scheduled to begin in April 2004.</p> <p>RIDE targeted completion of the establishment of indicator data of student involvement in transition planning was September 2004. With establishment of the Transition Data Work Group, RIDE is moving forward on this goal.</p>
Target (Section 4)	Activities, Timelines and Resources for 2003-04 (Sections 5 and 6)
<p><u>July 2003-June 2004 ff</u></p> <p>6.a.2. RIDE will collect and report indicator data – by April 2005.</p> <p>6.b. RIDE will develop interventions based on the data analysis to improve student involvement in transition planning – by September 2005.</p>	<p><u>July 2003-June 2004</u></p> <p>Future Activities</p> <ol style="list-style-type: none"> 1. The Transition Data Work Group will develop recommendations for RIDE by October, 2004. 2. The Transition IEP Work Group will develop recommendations for RIDE by October, 2004. <p>Projected Timelines & Resources</p> <ol style="list-style-type: none"> 1. Support to the Transition Data Work Group, June 2004 and ongoing. Resources: assignment of OSN Education Specialist (10%) to the activities of the work group. 2. Support to the Transition IEP Work Group, June 2004 and ongoing. Resources: assignment of OSN Education Specialist (5%) to the activities of the work group.

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Probes:

No Probes

State Goal: All youth with disabilities will have improved life outcomes in the areas of education, employment and independent living. (RI SIP Secondary Transition)

Performance Indicator(s):

ST.7 Students with disabilities will have meaningful career/vocational assessment that informs transition planning.

Baseline/Trend Data:

Information on student involvement in the career/vocational assessment process is currently collected through the records review process and on site visit of the School Support (monitoring) System. This data is not currently analyzed at the state systems level and the information collected does not examine the quality of the statements, (RI SIP).

Analysis of ST.7:

Student involvement in the career/vocational assessment process is examined in the record review and site visit of the School Support Process. Compliance issues and recommendations for program improvement are reported in the School Support Report. LEAs receive support from RIDE through technical assistance and capacity building grants to improve transition services identified in the School Support Report. An electronic system of statewide data collection and analysis for ST.7 will be developed, see explanation below.

Target (Section 2)	Explanation of Progress/Slippage for 2002-03 (Section 3)
<p><u>July 2002-June 2003</u></p> <p>7.a.1. RIDE will establish indicator data of student participation in meaningful career/vocational assessment – by December 2003.</p>	<p><u>July 2002-June 2003</u></p> <p>RIDE has established an Transition Data Work Group in partnership with the Sherlock Center at Rhode Island College, to research the most effective method to collect and analyze data for the State Improvement Plan – Secondary Transition Indicators three through seven, (ST.3 – ST.7).</p> <p>The Transition Data Work Group has met and begun examination of “outcome” indicators and “process” indicators and methods for collection. The Work Group has identified the following RIDE methods for the collection and analysis of data for this indicator which include the following:</p> <ul style="list-style-type: none"> - RIDE Special Education Census (eventually to merge with the E-RIDE System) - RIDE School Support Visit (Monitoring) <ul style="list-style-type: none"> o Data Analysis o Record Review o Student & Parent Interview Protocols - RI Transition Outcome Study - Research Probes <p>The Transition Data Work Group will be developing recommendations and protocols for the merging of this State Improvement Plan Indicators into the existing RIDE data collection systems to establish baseline data for this indicator, (ST.7).</p> <p>RIDE targeted completion of the establishment of indicator data of student involvement in transition planning was December 2003. With establishment of the Transition Data Work Group, RIDE is moving forward on this goal.</p>

Target (Section 4)	Activities, Timelines and Resources for 2003-04 (Sections 5 and 6)
<p><u>July 2003-June 2004 ff</u></p> <p>7.a.2. LEA's will report the annual participation data of students in vocational assessment – by June 2005.</p> <p>7.a.3. RIDE will collect and report indicator data – by January 2005.</p> <p>7.b. RIDE will develop interventions based on the data to assist student participation in meaningful career/vocational assessment – by April 2005.</p>	<p><u>July 2003-June 2004</u></p> <p>Future Activities</p> <ol style="list-style-type: none"> 1. The Transition Data Work Group will develop recommendations for RIDE by October, 2004. <p>Projected Timelines & Resources</p> <ol style="list-style-type: none"> 1. Support to the Transition Data Work Group, June 2004 and ongoing. Resources: assignment of OSN Education Specialist (10%) to the activities of the work group.